

Our Lady and Saint Anselm's Roman Catholic Primary School

URN: 119697

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

12–13 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

Compliance statement

- School leaders, including governors have ensured that a minimum of 10% of curriculum time is devoted to religious education in full compliance with the general norms laid down by the Bishops' conference.
- There are currently no additional requirements issued by Bishop John Arnold, Bishop of the Salford Diocese.
- At the last inspection leaders were asked to develop assessment processes to support the tracking of children's faith journey. School leaders, including governors have fully addressed this previous area for improvement by; the introduction of an assessment book that move with children through the school, additional assessment training for staff, increased partnership working with other catholic schools, moderated external

assessments and the creation of end unit points for all units of curriculum religious education.

What the school does well

- Our Lady and St Anselm's is a school that truly lives out its' mission statement. This is authentically expressed in the warm and mutually supportive relationships between staff and children. All are valued and cared for in this Catholic community.
- Children love learning about their Catholic faith. They approach lessons with great interest, passion and enthusiasm. Children are highly engaged in lesson and respond eagerly to skilful questioning. They relish opportunities in lessons to discuss their growing religious understanding. Their behaviour is impeccable.
- Leaders are determined that this school will support and include everyone, especially the vulnerable or those with additional needs. All children have full access to the Catholic life of the school including religious education lessons.
- School leaders go the extra mile to engage all parents and carers in the Catholic life of the school who are always welcomed and valued as the first educators of their children.
- Christ is at the centre of this worshipping community. Daily prayer and liturgical celebrations provide opportunities for children deepen their relationship with God.

What the school needs to improve

- Further develop children's planning, delivery and evaluation of prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

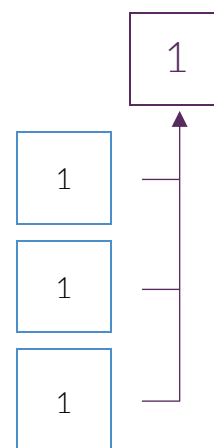
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Our Lady and Saint Anselm's has a distinctive Catholic identity; all stakeholders value this and this enhances the Catholic life and mission of the school. Children can clearly express the mission statement of the school and describe in detail the ways in which this is lived out; this has a significant impact on the behaviour of children across school and the mission is rooted in the Word of God. All stakeholders agree that Christ is at the centre of this school; parents and staff spoke strongly of this in the questionnaires. The school's passion for inclusivity is highly thought of by parents with high praise given to strategies deployed for those children with additional needs. This school values each and every member of its community. The culture of welcome in school is embedded. Staff are exemplary role models for the children here and the relationships they have built are special. Staff provide incredible levels of pastoral care for all children and children feel safe and happy as a result. Staff take extra time to get to know families thoroughly, and this helps them elevate their care to be tailored for all. The school environment is unapologetically Catholic and sacred spaces reflect this. The pupil *Growing In Faith Together (GIFT) Team* is a strength of the school and plan, deliver and evaluate celebrations of the Word which ensures the spiritual and moral development of children is of a high quality. The school's provision for Relationships, Sex & Health Education (RSHE) is wholly Catholic in its approach and celebrates the Church's teachings from a holistic perspective.

Children can express an understanding that they are made in the image and likeness of God and they feel valued, confident and secure, with one pupil saying school, 'feels like home'. Children are committed to following the teachings of Jesus and can confidently articulate why these teachings are central to school life. Children show dedication to caring for our common home and through the work of the active eco team, this focus is woven throughout life in school and

can be seen in worship and curriculum religious education. The school council were passionate about their work in fundraising for campaigns both locally (the leisure centre) and globally (Cafod). The school council could speak about the theology about why their work is important as a Catholic school. Children demonstrated a deep respect for themselves and for those from other faiths; children spoke respectfully about their work on Judaism and Islam with one pupil saying, 'we respect everyone, no matter what'.

Leaders and governors are unequivocal in their Catholic vision and mission for the school. Leaders are enthusiastic and driven in ensuring Christ is at the centre and all policies and procedures reflect the individual Catholic identity of this school. Leaders are dynamic and forward thinking and embrace and promote the Bishop's vision. This school has a flourishing relationship with the parish and works hard, together with the priest to engage and excite all members of the community with events such as the stations of the cross walk which was incredibly well supported by the community. Innovative and creative ideas such as these help the Catholic mission become reality. Relationships between parents and staff are exceptional; parents feel heard and valued and all work together collaboratively to support and empower the children. Leaders and governors demonstrate respect for school staff ensuring their pastoral care is also of great importance. Religious education is woven throughout the whole curriculum and connections, where appropriate, are made to embody the richness of Catholic culture. Governors and leaders view religious education as a priority; stakeholders work together to create and evaluate the Catholic self-evaluation document and school development plan, both of which are accurate and well targeted. Governors are informed and passionate about the Catholic life and mission of the school and have a wide variety of strengths to support the school's ambitions. Professional development centring on Catholic life and mission is regular, engaging and effective resulting in real change and development in school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

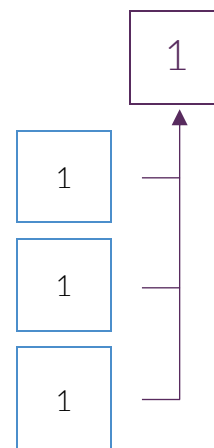
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Children excel in religious education lessons because teachers plan highly engaging and creative learning activities that build on prior learning. Over time they accumulate knowledge and understanding that fully meets the requirements of the *Religious Education Curriculum Directory*. Children are keen to discuss key knowledge content and are able to recall significant content. In all lessons seen, those with special needs were expertly supported to take a full part in learning. Children enjoy religious education lessons and work hard to produce work of a standard they are rightly proud of. Older pupils are able to write well-structured, thoughtful extended pieces of written work. Teacher questioning probed children's understanding and quickly identified misconceptions so these can be addressed. Children's religious vocabulary is systematically developed, and they are increasingly religiously literate. In one lesson, a teacher used a 'freeze frame' technique to deepen the children's insight into how Saul/Paul and others would have felt during his conversion on the Road to Damascus. This was impressive. Work in religious education books, including floor books, was consistently of a high standard and comparable to that in other core subjects. End of unit assessments have been developed to track children's progress and support their next steps in learning.

School leaders have wisely invested in the professional development of all teachers. Consequently, when observed all teachers demonstrated excellent subject knowledge, appropriate to the phase in which they teach. Teachers plan and deliver highly creative religious education lessons that stimulate and fully engage children. Teachers give of their very best and have the highest expectations of their children who in turn respond to this high bar with consistently high standards of work. Teachers plan carefully for the next steps in learning and base this on accurate knowledge of the progress of each child. Skilful questioning is used both to stimulate class discussion and also ascertain the level of children's understanding. Teachers

can and do adapt lessons in 'real time' in response to children's need. The hard work and achievements of children are judiciously praised by teachers which helps to maximise children's motivation. They clearly want to give of their best. Teaching staff recognise the moral dimension of religious education lessons. They plan into lessons valuable reflection time when children are invited to consider how their learning about religion can and does impact on their lived experience. Lessons seen were varied and teachers made excellent use of high-quality learning resources.

Leaders, including governors are fastidiously determined to ensure that religious education is 'the core of the core' and comparable to other core subjects in terms of staff training, resourcing, staffing and timetabling. Leaders access high quality professional development from the diocese and elsewhere. The religious education subject leader is an outstanding practitioner and an exemplar teacher of religion. Her vision and passion inspire other professional colleagues to give of their very best. Leaders have designed a logically sequenced, progressive curriculum that gradually introduces new knowledge content that builds on prior knowledge. Children benefit from this curriculum design as they build an integrated schemata. The subject leader, supported by senior leaders ensure no child is left out or left behind in religion lessons. Adaptive practices make learning accessible for all learners. School works with external agencies including other schools to further enrich the curriculum offer. Monitoring and regular evaluation is accurate and feeds forward into future improvement.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Children participate well in prayer and liturgy, and joined in with all sessions observed, responding to leaders and one another with respect and attentiveness. They have a good understanding of the liturgical year and can talk about this confidently. There was a range of opportunities observed, including class assemblies and class worship. Time for reflection, private prayer and the use of symbols, scripture and music are clearly planned into these sessions. Greater variety in ways of praying, reflective of the Catholic tradition would elevate these sessions even more. The GIFT team have been trained to plan, lead and evaluate weekly assemblies and do this with increasing expertise. School now needs to support and challenge more older children in the juniors to more fully plan, lead and evaluate weekly class prayer and liturgy sessions. The use of class evaluation books is a good first step, but children need to be supported to actually think about how prayer sessions might be improved. The behaviour and reverence of all pupils was excellent in all sessions of prayer and liturgy observed. The prayer friends are proud of their leadership role in supporting younger children.

Prayer frames each day and is central to the life of Our Lady's and St Anselm's. Leaders have ensured that prayer and liturgy are always an integral part of all school gatherings – with parents, staff and children. The daily pattern of prayer reflects the liturgical calendar and Catholic tradition. Prayer and liturgy in school gives children an opportunity to experience a range of praying, faithful to the Catholic tradition. Scripture is used appropriately to both reflect the season and also to enable participants to be fully present. Senior leaders, teachers and support staff act as role models for children and are fully committed to provide meaningful and rich prayerful experiences. Whilst staff have benefitted from good quality training and are themselves adept at leading worship, they need to increasingly hand this leadership of prayer sessions to children, appropriate to their age and maturity. Music and art enrich prayer sessions.

Every classroom has a well-resourced, high status prayer table and many other quality resources throughout school enhance worship. There are regular class masses with parents have been successfully encouraged to attend in increasing number. The relationship between school and parish continues to flourish.

The school's policy on prayer and liturgy is well formulated and regularly reviewed. Leaders, including governors, have an understanding of the skills of participation they expect from children as they mature. This needs to be more fully developed to help support children to more consciously and more fully participate in class prayer and worship. All holy days of obligation and feast days are celebrated. School leaders have worked hard to ensure children have regular opportunities to celebrate Mass and receive the Eucharist. School leaders have gone the extra mile to encourage parents to attend these class Masses more recently. Children in Year 3 are fully supported to complete the Sacrament of Reconciliation. Leaders have provided high quality training for staff so they can support children in planning collective worship. The full impact of this professional development has not yet been fully realised in widespread children's leadership of these prayer sessions. Leaders understand a variety of ways of praying that are part of the Catholic tradition. Leaders assist others well to plan and lead experiences of prayer and liturgy. This can be seen in the work of the GIFT team who regularly plan, lead and evaluate a weekly prayer session. This forms a solid base of good practice that now needs more widespread implementation. Leaders, including governors, do ensure that provision for prayer and liturgy is prioritised when setting budgets. Leaders have an established self-evaluation process that takes into account the views of all stakeholders, including children. The full impact of this self-evaluation cycle will in time enable more pupils to confidently and with ease plan, lead and evaluate prayer sessions.

Information about the school

Full name of school	Our Lady and Saint Anselm's Roman Catholic Primary School
School unique reference number (URN)	119697
School DfE Number (LAESTAB)	8883889
Full postal address of the school	Our Lady and Saint Anselm's Roman Catholic Primary School, Lime Grove, Off John Street, Whitworth, Rochdale, OL12 8DB
School phone number	01706853545
Headteacher	Joanne Rainey
Chair of governors	David Wiggett
School Website	www.olsa.lancs.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	26 th April 2017
Previous denominational inspection grade	Outstanding

The inspection team

David Deane
Laura Wolstenholme

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

